

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter focus on literature related to the study that is correlated with research finding. It contains learning EFL, Learning ESP, EFL students, EFL learning problems, Business English, EFL students challenge in learning Business English, and the solution of EFL student's problem in learning Business English.

2.1 Learning EFL

English as a foreign language had been studied by many countries in Asia. Calling a foreign language because it is very different from the local language in terms of structure, pronunciation, and meaning. Nunan (2003) as cited in Omar & Omar (2018) said that countries in East Asia such as China, Japan, Taiwan and Vietnam have failed in learning EFL because the teacher ignored speaking and listening skills and only focused on reading and writing skills. The same case also occurred in most countries of Africa, because the English language is not used in class for oral communications but only for reading and writing. Thus, what should be taught in the EFL classroom is not perfect.

2.1.1 Learning ESP

English for Specific Purpose (ESP) is a combination of subject matter and teaching English materials that are directed at the specific needs of students, which means the ESP course focuses on the language, skills and context in accordance with the specific activities required of students in the English language (Tica, Palurović, & Firat, 2015). ESP is designed for adult students in learning that is

adapted the characteristics of students, Tony (1998) as cited in Luo & Garner, (2017). It aims to facilitate students in preparing work skills. There are some subjects are included in the category of ESP including business English.

Business English as part of English for Specific Purposes has been existed since the development of science and technology in the 1950s or earlier. Activities of learning Business English is intended to develop the English language based on the needs of the students within the context of business communication. There are some vocabularies commonly used in business skills such as; presentation, negotiation, and report writing (Kutateladze, 2014). The results of research by (Ibrahim, 2018) said that English with a specific purpose provides guidelines and materials to help students in academic skills aimed at motivating students.

2.2 EFL Students

In Indonesia, English is a foreign language that is very popular in the community but English may not be spoken in communication languages. Because most environments do not support the practice of English in daily life. English is learned and used during formal education (Oxford & Shearin, 1994 as cited in Sulistiyo, 2018). After students leave the class, they are not longer to use English language, but using their mother tongue language. This is very different from other Asian countries such as Hong Kong, Malaysia, and Singapore that uses English as their communication.

2.3 EFL Learning Problems

In the learning process, everyone has problems that they must pass. The problem arises because there is difficulty in doing something. Theoretically, the problem is a difficulty that raises many questions about a subject to explore knowledge (Cz. Kupisiewicz, 1964 as cited in Sciences, 2015). As like, when EFL students learn English. They think it is difficult because different from their mother tongue language, but they want to know more about English materials. Consequently, a problem has arisen, and requires a solution.

Learning English language or another foreign language is difficult (Hussein, 2013). As like Indonesian learners, English as a foreign language makes them difficult to speak because of a slight idea about what they want to say, the lack of vocabulary to use, and how to use correct English grammar (Baker & Westrup, 2003 as cited in Java, 2018). In addition, they often use their native language to communicate and interact with their environment. This also happens in Arab countries, Most of learners use their native language in everyday life (Nurbatra, 2018).

2.4 Business English

In this modern era, business English is a communication system that is used in the international business world. business English is a language that is used by trade people to exchange information in the trading world (Guiyu & Yang, 2016). Business English brought out a specialized in vocabulary and grammatical structure in workplace settings (Tica et al., 2015).

In general, business English is designed to master special skills in doing good working. The job includes writing e-mails and reports, making presentations, negotiating, using telephones, attending business and activating in meetings, and receiving visitors, etc. (Rao, 2017).

The challenges of learning Business English arise because of several factors such as anxiety factors. Anxiety occurs because students do not speak English as their first, second and foreign language but by using their mother tongue. This happens to Macedonian students who have limited access to language, especially having special goals such as learning business English because Macedonian has syntax, pronunciation, and language usage that is very different from English. it is an important factor (Dimeski, 2017).

At the University of Muhammadiyah Malang, business English is one of the elective subject of the English education department that teaches a blend of the basics of business and English. In business English subject, the students have to improve their basic skills from listening, speaking, reading and writing. The English basic skill forms students to communicate fluently. In addition, they study the basics of business English such as etiquette, management, and organization. Then, doing an internship to apply their knowledge on real.

2.5 EFL Students Challenge in Learning Business English

English as a foreign language is difficult to learn for most students, especially in learning Business English. In learning Business English, students are required to mastering and practicing grammatical structures with topics that have

been restricted in the business English class (Her, 2017). There are several challenges faced by EFL students in learning Business English, they were: “Teaching style, understanding the material, lacking of interest, improving communication skills, specialized vocabulary and others” (Zhengguo et al., 2016).

2.5.1 Understanding the Materials

Business English material is different from general English. In the Business English class students gain knowledge of the language and business knowledge taught simultaneously. Language Knowledge consists of pronunciation, vocabulary, and other grammars. And, business knowledge is included in economic, management, and trade knowledge (X. Liu, 2016). Both knowledge is needed by students to complement their communication needs in the context of business fluently.

2.5.2 Lack of Interest

The biggest expectation of students in choosing business English to create a business that makes it more successful, but there are three reasons that do not fulfill these expectations made students' interest in learning decreased. First students cannot find suitable learning methods for themselves (Zhengguo et al., 2016). Most students confuse about how to start learning to make themselves understand a material. Second, the students feel, they lack of business practices in the business English class (Pratoomrat & Rajprasit, 2014). In this era, students need the practice to practicing their skill including business skills. However, due to limited learning time, there are only a few practices that can be done such as presentations and field

practices or internships. Finally, some tasks make them difficult and bored (X. Liu, 2016). According to students every lesson have difficult materials. From these difficulties, some students feel that this is a challenge for them, and some assignment make them despair and avoid it, and also some students feel bored with a difficult task because according to them the task is not an interesting thing they want.

2.5.3 Less Self-Confidence

Confidence is one of the positive qualities that motivates a person in developing abilities and creativity. According to Anissa, M. Zahira, & D, (2015) confidence in the learning process is an ability to take risks in expressing opinions and not afraid of making mistakes. Everyone has different abilities and to show their abilities must be confidence. In business English classes, confidence is needed in speaking and communication skills.

However, not all students have the same belief, there are some of them feel embarrassed and nervous when presenting or expressing ideas that they have in front of many people. In the language learning process, the lack of self-confidence becomes the cause of students' difficulties in speaking practice (Baker and Westrup, 2013 as cited in Aya, 2017).

2.5.4 Lack of Vocabulary

Vocabulary is the most important component of English in the form of words needed by every language learner. In the process of learning English Vocabulary causes many problems for EFL learners (Carrell, 1984; Grabe, 1991 as

cited in Reza Salehi & Abbaszadeh, 2017). Many EFL learners are deficient and do not know the English Language vocabulary that suits their field / ESP. One of the reasons why students do not have vocabulary is the vocabulary of English is not a word that is commonly used in the scope of their daily life's, and they have no motivation to develop the vocabulary (Maruyama, 1996 as cited in Mumary, 2017).

2.5.5 Improving Communication Skills

Communication skills are a challenge for some students in learning Business English. The problem arises not only because of a lack of practice and thinking skill in the use of English. Some of them have high-level English skills and are knowledgeable, tolerant and professional, but tend to fail in business communication due to lack of thinking skills such as analytical, critical, or creative, and also some students more focus on language skills such as grammar structure (Talmacian, 2008 as cited in Pratoomrat & Rajprasit, 2014).

2.5.6 Discipline

Discipline is a rule that leads to positive things to be obeyed. in the learning process, discipline is carried out to achieve the main objectives of learning and social effectively and efficiently (Sulaiman, 2008). However, discipline in business English classes becomes a challenge for some students. As said by Wang & Zhang (2011) as cited in H. Liu, (2015) Business English class has the discipline characteristics that have been determined by the lecturer in the form of knowledge skills and English language skills, business knowledge and the ability to communicate across cultures. Besides that, ethics, neatly dressed, and polite are

important points to be known and practiced by students in communicating at business English.

2.5.7 Internship

Internships are the initial form of practical practice and are not included as career advancement (Seyitoğlu & Yirik, 2015). Business English internships as a form of application of the theory learned by students in business English classes. Besides getting benefits, some students have difficult challenges in implementing an internship. From the results of previous studies by (Daksayani a/p Ganeson, 2018) said that, lack of knowledge about basic English business and lack of confidence when using English cause problems. In addition, personal problems or team problems and cultural adaptation become part of the internship problem (Nurbatra, 2018). The short duration of the internship is a challenge faced by all apprentices (Bukaliya, 2012).

2.6 The Solution of EFL Students problem in Learning Business English

Based on the previews study, there are several solutions to overcome the problem of EFL students in learning business English such as; (1) Student's learn the topics that are familiar and easy to learn to build background knowledge (Rias Ning Astuti, 2018). (2) Lecturers Provide motivation to learn with the up to date materials in an attractive learning process (Boarcăș, 2009). (3) According to (Zhou, 2016), the student reproduces exercises such as visual-audio-verbal activities, in order to increase vocabulary and expression of business English knowledge. (4) Still according to (Zhou, 2016), communication simulation effectively helps

students in mastering business English knowledge and improving oral communication skill.

